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Course Profile

Classical Languages, Level 3

University Preparation
LVGCU/LVLCU

• *for teachers by teachers*

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Spring 2002

BED-0093 MLC

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Course Overview
Classical Languages, Level 3, LVGCU/LVLCU, University Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000.*

Prerequisite: Classical Languages, Level 2, University Preparation, LVGBU/LVLBU

Course Description

This course provides students with opportunities to further develop their knowledge of the achievements of the ancient world through the study of Latin or ancient Greek. Students will read and translate a broad selection of classical prose and poetry and will learn the vocabulary and grammar essential for these activities. English is the language of instruction. Through a variety of enrichment activities, such as contests, seminars, and re-enactments, students will explore elements of the civilization of the ancient world, such as engineering, architecture, politics, and literature.

Course Notes

The teaching of Latin and ancient Greek does not lend itself to discrete thematic units delivered sequentially. Effective teaching of a Classical language involves the simultaneous development of a base of knowledge and a number of skills. For this reason, this course is divided into four distinct but interconnected units: Translation, Grammar, Vocabulary and Derivatives, and Ancient Culture. Teachers select activities from each unit and intertwine them to reinforce and expand student learning and achievement. Students consolidate their grammar skills and vocabulary knowledge and enhance their critical thinking skills by reading and translating, as well as by engaging in stylistic analyses of the texts that they encounter while continuing their development of an understanding of ancient culture. Level 3 is the final year in a three-year sequence. To maintain continuity, it is important to retain the structure used in the previous courses. In Levels 1 and 2, students encountered vocabulary, grammatical concepts, and translation in increments of increasing intensity and difficulty. By Level 3, students are still completing the corpus of grammar and are refining their translation skills so that they can embark on the translation of original authors. Though the ultimate goal is for students to translate, interpret, and understand authentic texts in the Classical language, translation should not form the sole focus of the course.

The student is at the centre of all activities. However, because students may have little background in a given topic, teachers direct and guide the activities. The suggested teaching approaches are not intended to be prescriptive. Teachers are not expected to teach all activities in the unit provided. Rather, teachers may select the activities that best reflect and reinforce the specific content of the language being studied as well as the learning needs of their students.

The approximate length of time performing one activity will take is suggested in the chart for the unit. It is essential to remember, however, that these are only approximations and that teachers may adjust the times of the activities to meet their own circumstances. It is assumed that the topics covered in the Translation unit occupy approximately 55 hours out of the 110 required for a credit. Teachers should be constantly aware of their class' ability level and personal tastes in the selection of passages for translation, and the amount of translation done in a given class.

Course Overview Chart

This chart follows the unit structure of the Level 1 Course Profile. Since the acquisition of knowledge and skills in a Classical language occurs over three years, it is necessary to maintain this organization. As students move from one level to the next, the time spent on the units varies with the complexity and demands of the expectations. This chart reflects the overall and specific expectations of the five strands (Listening, Speaking, Reading, Writing, and the Application of Knowledge to Other Contexts), which are fulfilled by the end of the course. The clustering of expectations allows the strands to be assessed separately or jointly within the unit. The activities reflect a number of expectations from the various categories of the Achievement Chart in order to provide students with optimal learning opportunities. Many activities, therefore, will fall in more than one category of the Achievement Chart.

Cluster	Learning Expectations	Assessment Categories	Focus
* 1	**Overall:** LIV.01, SPV.01, SPV.02, SPV.03, REV.01, WRV.01, WRV.02, OCV.01, OCV.02 **Specific:** LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, SP1.05, RE1.01, RE1.02, RE1.03, RE1.04, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, WR1.06, OC1.02, OC1.03, OC1.04, OC1.05	Knowledge/ Understanding Thinking/Inquiry Communication Application	Translation (55 hours)
2	**Overall:** LIV.01, SPV.01, REV.01, WRV.01, OCV02 **Specific:** LI1.01, SP1.02, RE1.02, WR1.01, WR1.02, OC1.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	Grammatical Knowledge (20 hours)
3	**Overall:** LIV.01, SPV.01, WRV.01, OCV.02 **Specific:** LI1.02, SP1.02, RE1.03, WR1.01, WR1.03, OC1.01	Knowledge/ Understanding Thinking/Inquiry Communication Application	Vocabulary and Derivatives (10 hours)
4	**Overall:** LIV.02, SPV.03, REV.02, WRV.03, OCV.01, OCV.02, OCV.03 **Specific:** LI1.03, SP1.05, SP1.06, RE1.04, WR1.06, OC1.04, OC1.05, OC1.06	Knowledge/ Understanding Thinking/Inquiry Communication Application	Ancient Culture (25 hours)

* This unit is fully developed in this Course Profile.

Unit Descriptions

Unit 1: Translation

The essence of a Classical language course is the study of ancient culture, which is accomplished in a number of ways, including the translation and reading of text for comprehension. Translation forms a significant portion of Classical language courses. In Level 3, approximately 55 hours are devoted to translation. Students refine and improve their ability to translate increasingly complex passages of adapted and, finally, original texts of Latin or ancient Greek into English. Teachers should attempt to use the same types of activities as in Levels 1 and 2 to meet all students' needs, abilities, and interests; teachers should avoid an exclusive focus on translation. The mass appeal of the reading method is that it incorporates elements of grammar, derivative study, and ancient culture alongside translation in order to

extend students' understanding of the text. Translation should not appear as an academic exercise in itself. Students read passages to understand directly the culture that produced them. Composition reinforces translation and provides students with insight into the creative process and the challenges faced by the authors of the works. Students develop their ability to translate phrases, clauses, sentences, and even small paragraphs (3-5 sentences) from English into the Classical language.

This unit involves a reading-translation approach along with an assortment of creative activities to bring vibrancy and humour to the most challenging element of the course. Written and oral translations are commonly used methods of presenting the material. Dramatizations, textual and stylistic analyses of poetry, novels based on classical works, and plays, and comparisons of authors' works and themes (e.g., love, friendship, family, etc.) can enhance student learning. To avoid the monotony often associated with the reading-translation approach, teachers can use cloze passages, matching of English translations to sentences in the Classical language, partial translations, answering questions, paraphrases, summaries, etc. Teachers may consult the Level 1 Course Profile for additional suggestions for the adaptation of translation activities. Teachers should complete the text chosen for the course first and then introduce unadapted text carefully. Students' interests and abilities should guide teachers' selections. In addition, teachers should carefully watch the pacing and amount of text covered. It is better to do a small amount of original text comprehensively and satisfactorily than to do a large amount of text quickly and without students' full participation.

Unit 2: Grammatical Knowledge

As in Level 2, in order to read and translate Latin and ancient Greek proficiently, students must continue to refine their understanding of a number of grammatical concepts. They must be able to analyse sentences for syntax, parts of speech, and word order, as well as use various cases of nouns, tenses and moods of verbs, and crucial grammatical constructions. Then they can apply their understanding of Classical grammar to English and other languages. Students demonstrate their understanding through translation, composition, analytical, and consolidation activities which require them to apply their knowledge to new situations. While accurate translation can reflect a student's understanding of grammatical concepts, it can also be the result of inference or guessing based on contextual clues. Teachers should provide strong instruction in grammatical terminology so that students understand why some translations are accurate while others are not, as well as methods and approaches for translating a text correctly. In Level 3, students consolidate their knowledge of grammar and reinforce it by reading and analysing adapted and unadapted texts. As the passages of the Classical language become more difficult, using more complex grammar, students often resort to translating each word and attempting to force a meaning out of the sentence based on its vocabulary. Teachers should pay particular attention to this practice and use it as a cue to review grammatical concepts taught in Levels 1 and 2. Teachers emphasize the general grammatical principles so that students cannot only translate a given passage, but apply new rules and principles to other passages.

Unit 3: Vocabulary and Derivatives

Throughout Level 3, students continue to develop and refine their understanding of essential vocabulary necessary for translation and for more sophisticated communication within the Classical language. The standard method of learning vocabulary is memorization, a solitary and sometimes monotonous activity. Teachers can use a series of activities (e.g., games, flashcards, computer-based drills) that appeal to students and assist them in assimilating the required material. Students' knowledge of vocabulary is most appropriately demonstrated through translation; vocabulary quizzes are standard methods of testing. Students use the vocabulary to enhance their knowledge of English vocabulary through the study of word derivation. Careful identification of English derivatives assists students with their understanding and acquisition of vocabulary in the Classical language. Word games, crossword puzzles, matching the derivative to its root, word searches, sentence completion (supplying the correct derivative), and

derivative posters can be useful assessment tools. These tools appeal to students and aid them in learning the required material. The process of vocabulary and derivative study is an important linguistic skill which is necessary for proficiency in reading the Classical language and which greatly facilitates student learning of English and other languages.

Unit 4: Ancient Culture

As in Levels 1 and 2, students further enhance their understanding of the language by studying a variety of topics based on the ancient culture. Through an array of activities, including individual research projects, seminars, group work, guest speakers, hands-on activities, and re-enactments, students have the opportunity to see the past come alive. These activities also permit students to share in the presentation of course content. This section of the course is taught in English (with reference to Classical passages read in class) and involves a variety of teaching and learning approaches. This unit constitutes a valuable opportunity for teachers and students to be creative and imaginative in learning about ancient cultures. Teachers use ancient culture topics as a means of extending the study of the passages taught in the course. The ancient culture establishes a context for these passages and permits students to indulge their personal interests in the ancient world. Teachers should use the cultural topics developed in the text chosen for the course; they may supplement the original text with cultural topics appropriate to the theme of the text. For example, if teachers read selections of Plautus, they could investigate ancient drama, including construction of Greek and Roman theatres, Greek tragedy, the development of comedy, and even read other selections of Plautus, or Terence, in translation. If teachers read poems of Catullus, they could investigate social class, the status of women, the nature of familial relationships, marriage customs, etc. Teachers could also revisit the cultural selections in Levels 1 and 2 and study them in greater depth.

Cultural References

Courses in Classical studies focus on the cultures of ancient Greece and Rome with specific reference to cultures and peoples within the Greco-Roman world, such as the Celts, the peoples of what is now known as Turkey, the peoples of the Near and Middle East (Syria, Lebanon, Israel, Iraq, Iran), Armenia, Georgia, Romania, parts of India, Egypt, and all of northern Africa. Students are encouraged to appreciate the linguistic and cultural inheritance of the West, which is attributed to ancient Greece and Rome, and also to demonstrate sensitivity toward, and an appreciation of, the cultures and peoples of a wide geographical region both in ancient times and today. Teachers can also encourage students to draw comparisons between their own cultural backgrounds and the cultures being studied, noting the common characteristics of humanity throughout time.

Teaching/Learning Strategies

To meet the needs of all students and ensure successful learning, teachers use a myriad of approaches to deliver the Classical Language course. In designing the learning environment for students, teachers must keep many factors in mind: the ages of their students, students' abilities and interests, and the requirements of the course in light of the strands and expectations. Teachers must also bear in mind the Achievement Chart. A well-balanced activity fulfills expectations of more than one strand and allows students to demonstrate the range of their knowledge and skills.

Teachers devise a series of activities which are appropriate for the four units (Translation, Grammar, Vocabulary and Derivatives, and Ancient Culture), and which enhance the standard test and quiz format used. For instance, activities appropriate for the Translation Unit include dramatizations, re-enactments, jigsaw activities for larger translations, in addition to cloze translations, matching exercises, paraphrases, and summaries. A selection of assessment approaches is suggested at the end of the activities for the translation unit which has been designed for this course profile. Grammar may be consolidated by activities such as parsing sentences, games, worksheets, drills, transparent language computerized drills, and so on. Vocabulary, normally acquired by memorization, can be acquired by using games, drills, derivative posters, etc. Finally, Ancient Culture topics can be explored via seminars, presentations,

essays, research projects, creative writing assignments, and so forth. These activities enhance the Classical language classroom and provide students the opportunities to practise skills useful for other subject areas. For a list of activities that can be adapted for the course, teachers should consult the Level 1 Course Profile.

An activity-oriented approach to teaching requires teachers to pay particular attention to health and safety considerations. For instance, teachers using food should be aware of any allergies or other medical conditions within the classroom. If an activity requires students to engage in physical activity, teachers should review proper behaviour and safety practices. Teachers should ensure that any materials used for re-enactments, for instance, are safe and appropriate to the students' ages. As always, teachers must pay particular attention to exceptional students.

Assessment & Evaluation of Student Achievement

The purpose of assessment and evaluation is to improve student learning. Teachers use a range of diagnostic, formative, and summative assessment activities, which permit students to practise their skills, consolidate their knowledge, and demonstrate the skills and knowledge on a number of occasions. In this way, teachers provide students with a fair and accurate evaluation of their accomplishments.

Teachers can use the activities in the Teaching/Learning Strategies as assessment tools; the activities can be evaluated to ascertain a student's achievement and grade. Since a well-balanced learning activity fulfills expectations for more than one strand, an activity can fall into more than one category of the Achievement Chart. Teachers use their discretion and professional judgement when assigning the activity to the Achievement Chart categories. For example, a translation activity satisfies specific expectations from all strands and is assessed for all four categories; a simple dramatization of a translation, which does not include a focus on translation and grammatical knowledge, fulfills specific expectations in the Communication and Application categories.

"Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation" (*Program Planning and Assessment*).

Teachers should ensure, as well, that the final summative assessment for the course reflects all the strands and the four units (Translation, Vocabulary and Derivatives, Grammar, and Ancient Culture). In addition, they should ensure that they include strategies used to teach the specific expectations throughout the course when designing the final assessment. The final summative assessment may involve a mixture of assessment tools used throughout the term in concert with a formal exam; the structure, format, and elements of the final summative assessment should be readily recognizable to the student. Teachers can assign a project or essay to accompany a formal written exam which will test students' knowledge of vocabulary, derivatives, grammar, ancient culture, and the ability to translate both prepared and sight passages. All strands and expectations are measured in the final summative assessment to reflect the Achievement Chart. Teachers should consult *Program Planning and Assessment* to clarify any questions or concerns.

Accommodations

Students who have been identified with exceptionality have Individual Education Plans (IEPs). Teachers must consult IEPs for specific direction on accommodation for individual students. Teachers should consult the Special Education personnel where available when implementing recommendations for these students, especially when trying to deal with more difficult accommodations.

Accommodations for students with special needs can be made at various stages. Teachers should approach the activities keeping in mind the specific needs of students within their own classrooms, whether these needs are based on students' learning styles or particular challenges.

Visual Impairment
Students with visual impairments could be provided with large-print or Braille versions of textual materials as available. Students having access to computer technology can be provided with textual material on disk, which can be viewed in magnification or read by an electronic voice. Oral testing can be provided to these students, avoiding the need for written assessment or additional time can be given. "Note buddies" or peer mentors could assist with note taking, organization, or group activities. Where slides or videos are used, large-screen televisions can assist those with limited sight in viewing films; slides can be enlarged by placing the projector at a greater distance from the screen. In each case, the teacher should ensure that sufficient aural information accompanies the visuals.

Hearing Impairment
Students with hearing impairments could be seated at the front of the class to allow them to lip read the teacher's speech or to increase the efficiency of their hearing. In addition, these students can make use of technological hearing devices accompanied by a microphone worn by the teacher. Signers may be available to assist students in their learning. Note buddies or peer mentors could assist students with note taking, organization, or group activities.

Other Physical Disabilities
Students with other physical disabilities can be accommodated in an individual school or classroom setting by adjusting the classroom arrangement, such as arranging desks to facilitate the presence of students in wheelchairs.

Enrichment
Enrichment can be offered in each activity to provide a more fulfilling experience. For gifted students enrichment opportunities include more challenging translations, independent research projects requiring a more in-depth analysis, video making, and creative writing projects.

Learning Disabilities
Students with learning disabilities can be assisted in this course by peer tutors and note buddies who assist them with organization skills or in the acquisition of new information. Additional time for testing and alternative testing forms can also improve students' success. Computer programs that allow students to work at their own pace and that provide alternate presentation of materials are also available. Dictionaries, commentaries, and grammar texts can also be of significant assistance to these students. Teachers should consult their principals in this situation.

ESL/ELD Students
Students of ESL/ELD who have not yet achieved a working proficiency in English may experience difficulty in studying Latin/ancient Greek. Derivatives study is certainly a useful method of helping students learn English. In addition, the elements of grammar and the skills utilized in translation may be of help. Computer programs that assist students in learning the elements of Latin/ancient Greek could be incorporated. Additional time for tests, assignments, and other evaluations would also benefit these students and increase their success. Peer mentors can be provided. Dictionaries connecting the student's original language to English could be used on tests. Teachers are cautioned regarding the use of a dictionary for the derivative portion of a test or exam.

Resources

This collection of resources is organized into useful categories, containing publications helpful to teachers of Latin and ancient Greek in teaching about ancient cultures. Some books have been cross-listed because they fit into several categories. Teachers may consult the Level 1 and Level 2 Course Profiles for additional resources.

The Ontario Classical Association is an excellent teacher resource that provides mentorship information for new teachers as well as useful resources (see Websites).

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. The teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work from the Internet is not allowed without the permission of the owner.

Books

General Information

Bradley, Pamela. *Ancient Greece: Using Evidence*. Victoria: Edward Arnold Australian Limited, 1990.

Bradley, Pamela. *Ancient Rome: Using Evidence*. Victoria: Edward Arnold Australian Limited, 1990.

Cairns, Trevor. *The Romans and their Empire*. Cambridge: Cambridge University Press, 1970.

Garden, Glen. *Life B.C.* London: Heinemann Educational Press, 1980.

Liberati, Anna Maria and Fabio Bourbon. *Ancient Rome: History of a Civilization that Ruled the World*. New York: Stewart Tabori and Chang, 1996.

Martel, Hazel Mary. *The Kingfisher Book of the Ancient World from the Ice Age to the Fall of Rome*. New York: Larousse Kingfisher Chambers Incorporated, 1995.

Nardo, Don. *The Way People Live: Life in Ancient Rome*. San Diego: Lucent Books, 1997.

Shelton, Jo-Ann. *As the Romans Did: A Sourcebook in Roman Social History*. Oxford: Oxford University Press, 1988.

Sitwell, Nigel. *Outside the Empire: The World the Romans Knew*. London: Paladin Graftin Books, 1984.

Sources of Latin and Greek Passages for Translation

Balme, M.G. *Intellegenda*. Oxford: Oxford University Press, 1973. (Latin and Greek passages with comprehension and analytical questions.)

Balme, M.G. *The Millionaire's Dinner Party*. Oxford: Oxford University Press, 1973. (Adapted prose from Petronius' Satyricon; contains helpful grammatical revision exercises.)

Balme, M.G. and M.C. Greenstock. *Scrutanda*. Oxford: Oxford University Press, 1973. (Latin and Greek passages with comprehension and analytical questions; passages for translation and comparison.)

Balme, M.G. and J.H.W. Morwood. *Cupid and Psyche*. Oxford: Oxford University Press, 1976. (Adapted prose from Apuleius' *Golden Ass*; contains helpful grammatical revision exercises.)

Balme, Maurice and James Morwood. *Oxford Latin Reader*. Oxford: Oxford University Press, 1997. (Selections from Cicero, Caesar, Catullus, Virgil, Livy, and Ovid; explanation of appropriate poetic metres included; teacher's book also available.)

Balme, M.G. and M.S. Warman. *Aestimanda: Practical Criticism of Latin and Greek Poetry and Prose*. Oxford: Oxford University Press, 1965. (A range of selections with insightful questions and comparative translations.)

Bell, Patricia. *amor et amicitia*. Toronto: Irwin Publishing, 1988. (A selection of Latin authors of prose and poetry, grouped around the theme of love and friendship.)

Bell, Patricia. *imperium et civitas*. Toronto: Irwin Publishing, 1988. (A selection of Latin authors, grouped around the themes of citizenship and government.)

Breslove, D., et al. *Latin Poetry Selections for Grade XIII*. Toronto: Thomas Nelson and Sons, Ltd., 1948. (Selections from Catullus, Horace, and Virgil, with extensive notes on stylistic devices, poetic metre, and mythological allusions.)

Breslove, D., et al. *Latin Prose Selections for Grade XIII*. Toronto: Thomas Nelson and Sons, Ltd., 1948. (Selections from Caesar, Cicero, and Sallust, with notes on history, biography, and the Roman military.)

Carter, Ashley and Phillip Parr. *Cambridge Latin Anthology*. Cambridge: Cambridge University Press, 1996. (Thematic selections of poetry and adapted prose.)

Carter, Ashley and Phillip Parr. *Cambridge Latin Anthology, Teacher's Handbook*. Cambridge: Cambridge University Press, 1996. (Extensive commentary on selections; brief explanation of poetic metre.)

Hammond, Mason and Anne Amory. *From Aeneas to Augustus*. Cambridge, Massachusetts: Harvard University Press, 1967. (Latin prose and poetry from a variety of sources, dealing with people and events of the Roman Republic.)

Hornsby, Roger A. *Reading Latin Poetry*. Norman, Oklahoma: University of Oklahoma Press, 1967. (Critical analysis of poems with helpful notes and questions, grouped by chapters focusing on metrics, rhetorical figures, etc.)

Jones, Peter V. and Keith Sidwell. *Reading Latin: Text*. Cambridge: Cambridge University Press, 1986. (Three Plautus plays used to build reading skills; passages of prose and poetry from various authors dealing with demise of Roman Republic.)

Joint Association of Classical Teachers. *Reading Greek: Text*. Cambridge: Cambridge University Press, 1979. (Adapted texts dealing with such themes as moral decay in Athenian life, women in Athenian society.)

Joint Association of Classical Teachers. *Reading Greek: The Intellectual Revolution*. Cambridge: Cambridge University Press, 1980. (Selections from Euripides, Thucydides, and Plato.)

Joint Association of Classical Teachers. *Reading Greek: A World of Heroes*. Cambridge: Cambridge University Press, 1980. (Selections from Homer, Herodotus, and Sophocles.)

LaFleur, Richard A., ed. *Latin Poetry for the Beginning Student*. White Plains, New York: Longman, 1987. (With vocabulary and questions for comprehension and analysis; teacher's edition also available.)

Lawall, Gilbert, ed. *Latin in its Context: Passages for Reading and Discussion*. Oxford, Ohio: American Classical League, 1982 (Passages with vocabulary, comprehension, and discussion questions.)

McArdle, H. and G. Suggitt. *Per Saecula: Prose*. Edinburgh: Oliver and Boyd, 1973. (History, biography, and letters from a variety of Latin authors.)

McArdle, H. and G. Suggitt. *Per Saecula: Poetry*. Edinburgh: Oliver and Boyd, 1973. (Classical and mediaeval Latin poetry.)

McArdle, H. and G. Suggitt. *Per Saecula: Comprehension and Unseen Translation*. Edinburgh: Oliver and Boyd, 1973. (Latin passages of prose and poetry, some with comprehension questions.)

Morford, M.P.O. *A New Latin Reader*. London: Longmans, 1962. (A wide-ranging collection, which includes lesser-known passages.)

Morford, M.P.O. *Latin Unprepared Translation*. London: Longmans, 1960. (Prose and poetry passages, arranged by author.)

Petrie, A. *A Latin Reader*. Oxford: Oxford University Press, 1918. (A wide variety of prose and poetic passages including some from less common authors; detailed notes provided.)

Pharr, Clyde. *Vergil's Aeneid, Books I-VI.* Toronto: D.C. Heath and Company, 1930. (Generous vocabulary, extensive grammatical appendix.)

Quinn, Kenneth. *Horace: The Odes*. London: St. Martin's Press, 1980. (Extensive commentary, brief history, and biography.)

Russell, D.A. *An Anthology of Latin Prose*. Oxford: Oxford University Press, 1990. (Selections from a variety of authors, grouped by historical period.)

Russell, D.A. *An Anthology of Greek Prose*. Oxford: Oxford University Press, 1990. (Selections from a variety of authors, grouped by historical period.)

Smith, F. Kinchin and T.W. Melluish. *Catullus: Selections from the Poems*. London: George Allen and Unwin Ltd., 1942. (Poems grouped by themes; clear explanations of Catullus' metres; English translations provided for comparison.)

Stace, C. and P.V. Jones. *Stilus Artifex*. Cambridge: Cambridge University Press, 1972. (Latin and Greek passages selected for analysis; comparison of passages and translations.)

Staley, Gregory A., ed. *Speculum Romanum: a Collection of Latin Mini-lessons on Roman Culture*. Oxford, Ohio: American Classical League. 1983. (A collection of Latin passages with vocabulary and comprehension questions, arranged by topics such as marriage, slavery, childhood.)

Taylor, B.C. and K.E. Prentice. *Selected Latin Readings*. Toronto: J.M. Dent and Sons of Canada Ltd., 1953. (A variety of prose and poetry texts; includes useful biographical and historical introduction.)

Tennick, M.J. *Libellus: Selections from Horace, Martial, Ovid and Catullus*. Cambridge: Cambridge University Press, 1978.

Whalen, Paul. *multas per gentes*. Toronto: Irwin Publishing, 1989. (A selection of Latin prose and poetry passages grouped around the themes of travel and social customs.)

Whalen, Paul. *urbs antiqua*. Toronto: Irwin Publishing, 1989. (A selection of Latin prose and poetry passages grouped around the themes of city planning and city life.)

Wiseman, T.P. *Catullus and His World*. Cambridge: Cambridge University Press, 1985.

Background, Stylistic Analyses, Biography, History

Atchity, Kenneth J., ed. *The Classical Greek Reader*. New York: Henry Holt and Co., 1997. (Texts in translation, grouped by historical periods.)

Atchity, Kenneth J., ed. *The Classical Roman Reader.* New York: Henry Holt and Co., 1997. (Texts in translation, grouped by historical periods.)

Highet, Gilbert. *The Classical Tradition: Greek and Roman Influences on Western Literature*. Oxford: Oxford University Press, 1949.

Highet, Gilbert. *Poets in a Landscape*. New York: Alfred A. Knopf, 1957. (Historical and biographical background and analysis of seven Latin poets.)

Musurilllo, S.J. *Symbol and Myth in Ancient Poetry*. New York: Fordham University Press, 1961. (Reflective essays on Greek and Roman poetry.)

Quinn, Kenneth. *Latin Explorations: Critical Studies in Roman Literature*. London: Routledge and Kegan Paul, 1963. (Essays on poetry.)

Quinn, Kenneth. *Vergil's Aeneid: A Critical Description*. London: Routledge and Kegan Paul, 1968. (Examines the Aeneid from a variety of approaches.)

Russell, D.A. and M. Winterbottom. *Ancient Literary Criticism: The Principal Texts in New Translation*. Oxford: Oxford University Press, 1972. (A thorough collection of ancient authors.)

Sullivan, J.P., ed. *Critical Essays on Roman Literature: Volume One: Elegy and Lyric Poetry*. London: Routledge and Kegan Paul, 1962. (Evaluations of Catullus, Tibullus, Propertius, Ovid, and Horace.)

Sullivan, J.P., ed. *Critical Essays on Roman Literature: Volume Two: Satire*. London: Routledge and Kegan Paul, 1963. (Evaluations of Horace, Persius, Petronius, and Juvenal.)

Wilkinson, L.P. *Golden Latin Artistry*. Cambridge: Cambridge University Press, 1966. (Discussions of sound, rhythm, and structure of Latin prose and poetry.)

Sources for Grammar

Breslove, David. *Latin Composition*. Toronto: W.J. Gage Limited, 1961. (Thorough explanations, many exercises for English-to-Latin translation.)

Greenough, J.B., et al. *Allen and Greenough's New Latin Grammar*. Boston: Ginn and Company, 1931. (Thorough explanation of all aspects of Latin grammar; includes rules of scansion.)

Griffin, R.M. *Cambridge Latin Grammar*. Cambridge: Cambridge University Press, 1991. (Explanations and examples of Latin usage.)

Joint Association of Classical Teachers. *Reading Greek: Grammar, Vocabulary and Exercises*. Cambridge: Cambridge University Press, 1979. (Supports the text.)

Jones, Peter V. and Keith Sidwell. *Reading Latin: Grammar, Vocabulary and Exercises*. Cambridge: Cambridge University Press, 1986. (Supports the text.)

Slade, E.A. *A Streamlined Latin Grammar*. London: John Murray, 1984. (English-to-Latin translation exercises.)

Usher, H.J.K. *An Outline of Greek Accidence*. London: Duckworth, 1981. (Presented in chart form.)

Wheelock, Frederic M. *Wheelock's Latin Grammar*. New York: Harper Perennial, 1992. (Explanations and examples of Latin usage from Classical authors.)

Wilson, W. Michael. *Essentials of Latin Grammar*. Chicago: Passport Books, 1968. (Extensive charts.)

Derivatives

Fifer, Norma and Nancy Flowers. *Vocabulary from Classical Roots*. Cambridge, Massachusetts: Educators Publishing Service, 1994. (Thematic arrangement of exercises and explanations.)

Krill, Richard M. *Greek and Latin in English Today*. Wauconda, Illinois: Bolchazy-Carducci Publishers, 1993.

Morwood, James and Mark Warman. *Our Greek and Latin Roots*. Cambridge: Cambridge University Press, 1990. (Clear explanations and exercises for English vocabulary building.)

Nybakken, Oscar E. *Greek and Latin in Scientific Terminology*. Ames, Iowa: The Iowa State University Press, 1987.

CD-ROM

Ancient Lands. Microsoft Corporation.

Latin Now! Transparent Language.

Mythology: An Introduction to Greek & Roman Mythology. Thomas S. Klise Company, 1995.

Real Romans Digital Time Traveller. English Heritage, TAG Publishing, 1999.

The Road to Ancient Greece. Thomas S. Klise Company, 1996.

The Road to Rome. Thomas S. Klise Company, 1996.

Websites

Teachers are reminded to preview websites they plan to use in class or direct students to; sites are constantly changing. Teachers refer to their board's protocols regarding the use of Internet resources by students to determine in what way they should use the following sites.

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Latin/Classics Organizations

American Classical League – http://www.aclclassics.org/

Electronic Resources for Classicists – http://www.tlg.uci.edu/~tlg/index/resources.html

Ontario Classical Association – http://www.ontclassics.org
includes link to "eleaston.com/latin.html" (Latin: Listen and Speak)

Websites for the Classics – http://www.centaursystems.com/sites.html

Ancient Rome

Ancient Rome Daily Life (for younger students) – http://members.aol.com/Donnclass/Romelife.html

Ancient Rome Project – http://www.best.com/~swanson/rome/eg_rome_menu1.html
Learn about the history of Rome, its army, rites of passage, religion, geography, social structure, and daily life.

Antique Roman Dishes – http://www.cs.cmu.edu/~mjw/recipes/ethnic/historical/ant-rom-coll.html

Armamentarivm: The Beginners' Guide to Roman Military Equipment –
http://museums.ncl.ac.uk/archive/arma/welc/begin.htm
Frequently asked questions and a virtual visual tour of Roman military equipment.

Aspects of Ancient Rome: A Student Gallery –
http://plato.acadiau.ca/courses/clas/provncal/Aspects/home.htm
Profiles of Ancient Roman people, places, historic, sites and more. This website is the result of a class project aimed at introducing the study of 'Classics' to secondary school students.

Chronology: Rome – http://eawc.evansville.edu/chronology/extract.cgi?place=ro
Timeline of ancient Rome with brief descriptions.

Classics Technology Centre – http://www.ablemedia.com/ctcweb/consortium/potterfeature.html
with many interesting links including "Female Gladiator?" David Potter's UMich. course on Sport and Daily Life in the Roman World

Dead Romans: Coins, Virtual Walkthrough of Rome, the Emperors – http://www.deadromans.com

Gods and Goddesses of Rome – http://www.novaroma.org/religio_romana/deities.html

History for Kids – http://www.historyforkids.org/
Click on Rome or Greece--written for younger students

http://members.aol.com/donnandlee/RomeTest.html
A test on ancient Rome you may save and modify

http://members.aol.com/TeacherNet/AncientRome.html
A good general site with lots of links.

http://www.brandeis.edu/news/ostrow.html
Get the dirt on Roman latrines

http://www.britainexpress.com/History/Life_in_Roman_Britain.htm

http://www.proteacher.com/090084.shtml
Lesson plans on a variety of topics for elementary school

http://www.realm-of-shade.com/RomanaeAntiquae/
An informal look at the lives of women in ancient Rome

http://www.skidmore.edu/academics/classics/courses/hi202/dailylife.html
Includes information on Roman ball games

http://www.uvm.edu/~classics/life/index.html
Athletics, food, history, holidays, houses and baths, laws, maps, politics, writing, women.

Journey Back in Time to Ancient Rome! –
http://www.richmond.edu/~ed344/webquests/rome/frames.html
This site takes you on a webquest. Find out what the task is and what your role will be!

Legion XIIII: Ancient History Brought to Life – http://www.legion-fourteen.com/

Maps of the Roman Empire – http://www.dalton.org/groups/rome/RMAPS.html

Odyssey Online: Rome – http://www.emory.edu/CARLOS/ODYSSEY/ROME/homepg.html
Ancient Roman daily life, people, mythology, death and burial, and more.

Roma: History and Civilization of the Eternal City – http://cyberfair.gsn.org/citrag/roma/eng_home.htm
Find out about the era of the republic, the era of the empire, Roman culture (houses, clothes, food, games, and more), religion, history, legends, monuments, economy, and political system.

Roman Coins of the Early Empire – http://www.iei.net/~tryan/coins.htm

Roman Food (part of a larger site on Rome) – http://myron.sjsu.edu/romeweb/CUISINE/CUISINE.HTM

Romans in Scotland – http://www.hunterian.gla.ac.uk/HuntMus/romans/

Rome Project – http://www.dalton.org/groups/rome/index.html
Created by the Dalton School in New York City, this site explores Roman politics, literature, philosophy, religion, drama, military, and more.

Slavery in Ancient Rome – http://bama.ua.edu/~dunla003/

Territorial Expansion of the Roman World – http://www.acs.ucalgary.ca/HIST/tutor/firsteuro/roman.html
Provides background on the Roman expansion from early Roman rule through the late Roman Empire.

The Forum Romanum – http://www.geocities.com/~stilicho/rome.html
Take a virtual tour of Rome, learn about mythology, Latin language and Roman life.

The Forum Romanum: Exploring an Ancient Market Place – http://library.thinkquest.org/11402/
History and religion, daily life, biographies, and quizzes about the Roman market place.

The Roman Calendar – http://www.clubs.psu.edu/aegsa/rome/romec.html

The Romans – http://www.bbc.co.uk/education/romans/index.shtml
From the BBC education site, this page explains who the Romans were, what the empire and the republic were, and presents the emperors, senators, Roman leisure, education, and religion. Also includes maps.

Virtual Catalogue of Roman Coins – http://artemis.austinc.edu/acad/cml/rcape/vcrc/

Virtual Tour of Ancient Rome – http://www.ancientsites.com/xi/activity/tour/index.rage

The Forum

http://jefferson.village.virginia.edu/pompeii/
The Pompeii Forum Project: see the Notes for Teachers and Students

http://www.artsednet.getty.edu/ArtsEdNet/Exhibitions/Trajan/index.html
The Forum of Trajan in Rome: good Virtual Reality tours

http://www.touritaly.org/pompeii/forum.htm
A tour of Italy for the financially challenged!

Roman Beliefs about Life after Death

Domestic Religion at Pompeii – http://www.bowdoin.edu/dept/clas/arch304/lares/index.html

Roman Beliefs about the Afterlife – http://www.novaroma.org/religio_romana/afterlife.html

Roman Religion and its connection to Astronomy – http://library.thinkquest.org/3461/roman_g.htm

Roman Poetry

An American teacher's Catullus page – http://www.hoocher.com/catullus.htm

Catullus LVIII – the movie – http://www.presenceofmind.net/Lesbia/

Catullus, Ovid, Martial – http://come.to/latinpoets

http://www.ablemedia.com/ctcweb/consortium/catullusguideintro.html
The Modern Student's Guide to Catullus (including "The Endless Noun Ending Song")

http://www.users.globalnet.co.uk/~loxias/catullus.htm
A fun look at Catullus' poems, with clickable words providing visual representations of Latin words.

http://www.vroma.org/~abarker/catulluslinks.html

Latin Course (distance learning) – http://www.webscotland.co.uk/latin/sc3/unit3/poetryintro.htm

Readings by Kathleen Coleman – http://www.fas.harvard.edu/~classics/poetry_and_prose/poetry.html

Viva Voce: Roman Poetry Recited – http://dekart.f.bg.ac.yu/~vnedeljk/VV/

Greece

Ancient Greece

Ancient Greek Civilization – http://www.best.com/~swanson/greece/eg_greece_menu1.html
Learn about Greek land and resources, culture, mythology, daily life, mathematics, and more.

Ancient Greek Life – http://www.historyforkids.org/learn/greeks/index.htm
Portland State University education students provided middle school level information about ancient Greek life, now maintained by "historyforkids.org".

Ancient Greek World – http://www.museum.upenn.edu/Greek_World/Index.html
Visit the different time periods in Ancient Greek times or visit daily life (including men's and women's roles, schooling, housing, hunting and warfare), economy (including coins, trade and manufacturing), and religion and death (including heroes, banquets, and burials).

The Ancient Greeks (culture, people, and history) – http://www.arwhead.com/Greeks/

Cycladic-Minoan-Mycenaean Civilization – http://www.vacation.net.gr/p/history3.html
Learn more about the history and culture of these ancient Greek civilizations.

Greek Costume Through the Centuries – http://www.firstnethou.com/annam/costhist.html/
Costumes of Greece from Minoan Civilization, Ancient Greece, Roman times & Byzantium,16th-18th centuries.

The Greeks: Crucible of Civilization – http://www.pbs.org/empires/thegreeks/
Learn about famous people in ancient Greece, hear letters of the Greek alphabet pronounced, follow the timeline, or view the animation of the Parthenon. *Flash 4* and *QuickTime* are required for many of the features on this site. Large graphics load slowly.

In the Footsteps of Alexander the Great – http://www.pbs.org/mpt/alexander/
This PBS site explores the leader's life and achievements. Click on the Overview to review his life.

Map of Homeric Greece – http://homer.reed.edu/blueseahomermap.gif

Odyssey Online: Greece – http://www.emory.edu/CARLOS/ODYSSEY/GREECE/homepg.html
Ancient Greek daily life, people, mythology, death and burial, and more.

Ships of the Ancient Greeks on the World Wide Web –
http://www.webcom.com/shownet/medea/bulfinch/grkship.html
Images, articles and links to WWW sites.

The Ancient Olympics

Olympics – http://www.perseus.tufts.edu/Olympics/

What sports were at the ancient Olympics? Take a virtual tour and find out.

Greek Language

Drills for Athenaze – http://www.netspace.org/~petrofsk/greek20/drills.html

Vocabulary and Grammar Drills –
http://www.artemis.austinc.edu/acad/cml/jjohnson/athenaze/index.html

The drills give instant feedback. The breathing marks, however, are somewhat odd; pay close attention.

Greek Mythology: A Look Back in Time

The Ancient Gods – http://www.hol.gr/greece/ancgods.htm

Greek Mythology – http://library.thinkquest.org/18650/data/lighthome.html

Information on the gods and heroes, constellations, family trees, voyages, monsters, and more.

Illustrated Encyclopaedia of Greek Mythology –
http://www.cultures.com/greek_resources/greek_encyclopedia/greek_encyclopedia_home.html

Click on the letter of the topic in which you are interested and the site will take you there.

The Greek Mythology Link – http://www.hsa.brown.edu/~maicar/index.html

Coded Expectations, Greek/Latin, Level 3, University Preparation, LVGCU/LVLCU

Oral Communication: Listening

Overall Expectations

LIV.01 · demonstrate an understanding of spoken Latin or ancient Greek appropriate to the level;
LIV.02 · demonstrate a detailed knowledge of ancient societies.

Specific Expectations

LI1.01 – demonstrate an understanding of spoken prose and poetry in the classical language by accurately translating and paraphrasing passages, and answering questions correctly;
LI1.02 – show an understanding of sophisticated vocabulary and grammatical forms in Latin or ancient Greek presented orally in a variety of contexts;
LI1.03 – show extensive knowledge of ancient societies and of the culture of the classical world by responding appropriately to presentations (e.g., discuss information presented by guest lecturers or peers).

Oral Communication: Speaking

Overall Expectations

SPV.01 · communicate complex ideas in the classical language, using vocabulary and grammar appropriate to the level;
SPV.02 · demonstrate an understanding of original and adapted passages in the classical language by responding in various ways;
SPV.03 · apply a detailed knowledge of ancient societies in a variety of appropriate contexts.

Specific Expectations

SP1.01 – recite classical poetry with appropriate expression, correct pronunciation, and accurate understanding of metre;
SP1.02 – use extensive knowledge of Latin or ancient Greek root words and correct grammar in English in oral language activities (e.g., in doing a critical analysis of a passage orally);
SP1.03 – convey the meaning of a variety of passages in the classical language by translating, paraphrasing, and summarizing the passages, both with and without preparation (sight passages);
SP1.04 – evaluate the style of passages in the classical language orally;
SP1.05 – show an understanding of classical prose and poetry studied by expressing personal reactions in a variety of group activities (e.g., literary debates, panel discussions);
SP1.06 – demonstrate extensive knowledge of aspects of ancient culture in oral presentations (e.g., research report, seminar paper).

Reading

Overall Expectations

REV.01 · read and demonstrate an understanding of a wide variety of passages in the classical language;
REV.02 · demonstrate a detailed knowledge of ancient societies.

Specific Expectations

RE1.01 – read adapted and original prose and poetry in the classical language (e.g., letters, epigrams, speeches, lyric poems) and demonstrate understanding of content and style in a variety of activities;

RE1.02 – apply knowledge of complex grammatical constructions in the classical language (e.g., conditional clauses, ablative absolute, gerunds, and gerundives) to increase reading comprehension;

RE1.03 – use dictionaries and commentaries to determine the meaning of classical words and passages;

RE1.04 – demonstrate extensive knowledge of classical culture gained through reading (e.g., reference books, ancient texts in the classical language or in English translation) in independent study projects, seminars, and debates.

Writing

Overall Expectations

WRV.01 · write sentences and short paragraphs in the classical language, using grammar and vocabulary appropriate to the level;

WRV.02 · demonstrate an understanding of a variety of passages in the classical language in writing activities;

WRV.03 · demonstrate extensive knowledge of ancient societies in a variety of writing activities.

Specific Expectations

WR1.01 – use Latin or ancient Greek vocabulary, including synonyms and idiomatic expressions, correctly and appropriately in a variety of writing activities (e.g., computer drills, exercises involving sentence completion);

WR1.02 – apply grammatical forms in the classical language correctly in response activities (e.g., sentence composition, multiple-choice and matching exercises);

WR1.03 – demonstrate extensive knowledge of vocabulary and relevant grammar, as well as precision in the use of language, when writing in English;

WR1.04 – convey the meaning of prose and poetry passages in the classical language by writing translations, paraphrases, and summaries of the passages, as well as answers to questions, with and without preparation (sight passages);

WR1.05 – scan major poetic metres (e.g., dactylic hexameter, elegiac couplet);

WR1.06 – demonstrate extensive knowledge of classical culture in major writing projects (e.g., an essay comparing several classical literary works, a presentation focusing on a comprehensive analysis of a classical text).

Application of Knowledge of the Classical Language to Other Contexts

Overall Expectations

OCV.01 · identify and describe the influence of the classical language on the formation of other languages;

OCV.02 · apply extensive knowledge of Latin or ancient Greek grammar and vocabulary to the study of English and other languages;

OCV.03 · make comparisons between ancient and other societies.

Specific Expectations

OC1.01 – identify and use accurately an extensive range of words derived from the classical language in English and other languages (e.g., identify the root words of literary terms);

OC1.02 – demonstrate an understanding of terms derived from the classical language that are used today in fields such as literary analysis and philosophy;

OC1.03 – use correctly sophisticated grammatical forms that are common to the classical language, English, and other languages in speaking and writing activities (e.g., use conditional sentences correctly and in appropriate contexts);

OC1.04 – speak and write in English with increased clarity and precision, and improved diction;

OC1.05 – gather and analyse information about the ancient world, using a variety of electronic and print sources (e.g., the Internet, software packages, and books);

OC1.06 – show the influence of classical culture on later societies in areas such as literature, law, and theology (e.g., compare aspects of modern law with the law practised in ancient societies).

Unit 1: Translation

Time: 55 hours

Unit Description

The essence of a Classical language course is the study of ancient culture which is accomplished in a number of ways, including the translation and reading of text for comprehension. Translation forms a significant portion of Classical language courses; in Level 3, approximately 55 hours are devoted to translation. Students refine and improve their ability to translate increasingly complex passages of adapted and, finally, original texts of Latin or ancient Greek into English. Teachers should attempt to use the same types of activities as in Levels 1 and 2 to meet all students' needs, abilities, and interests; teachers should avoid an exclusive focus on translation. The mass appeal of the reading method is that it incorporates elements of grammar, derivative study, and ancient culture alongside translation in order to extend students' understanding of the text. Translation should not appear as an academic exercise in itself; students read passages to understand directly the culture that produced them. Composition reinforces translation and provides students with insight into the creative process and the challenges faced by the authors of the works. Students develop their ability to translate phrases, clauses, sentences, and even small paragraphs (3-5 sentences) from English into the Classical language.

This unit involves a reading-translation approach along with an assortment of creative activities to bring vibrancy and humour to the most challenging element of the course. Written and oral translations are commonly used methods of presenting the material. Dramatizations, textual and stylistic analyses of poetry, novels, and plays, and comparisons of authors' works and themes (e.g., love, friendship, family, etc.) can enhance student learning. To avoid the monotony often associated with the reading-translation approach, teachers can use cloze passages, matching of English translations to sentences in the Classical language, partial translations, answering questions, paraphrases, summaries, etc. Teachers may consult the Level 1 Course Profile for additional suggestions for the adaptation of translation activities. Teachers should complete the text chosen for the course first and then introduce unadapted text carefully. Students' interests and abilities should guide teachers' selections. In addition, teachers should carefully watch the pacing and amount of text covered. It is better to do a small amount of original text comprehensively and satisfactorily than to do a large amount of text quickly and without students' full participation.

Through individual research projects, group work, guest speakers, hands-on activities, and re-enactments, students have the opportunity to see the past come alive. Teachers and students also have the opportunity to be creative and imaginative in learning about ancient literature.

Teachers read through the activities and decide if they are independent studies, seminars, group projects, or enrichment activities. Since this is a senior level class, students exercise their shared responsibility in the learning process and do considerable work independently. In this way, classroom time can be used more effectively. The time indicated for the activities refers to time in the classroom; some activities require students to do additional work outside of class time. This unit is not taught as a whole, but interspersed with lessons on grammar, vocabulary, derivatives, and ancient culture.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
1 Parse for the Course	5 hours	LIV.01, SPV.01, WRV.01, OCV.02, LI1.02, SP1.03, WR1.02, OC1.03, OC1.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	Grammatical analysis, test
2 In Other Words: Paraphrase, Summarize, and Comprehend	5 hours	LIV.01, SPV.02, REV.01, WRV.02, LI1.01, SP1.03, RE1.01, RE1.02, RE1.03, WR1.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	Paraphrases, summaries, comprehension questions, test
3 Up to Your Own Devices, Eh? – Analysing Literary/Stylistic Devices	5 hours	LIV.01, SPV.02, REV.01, WRV.02, OCV.02, LI1.02, SP1.02, SP1.04, SP1.05, RE1.01, RE1.03, WR1.04, OC1.02, OC1.06	Knowledge/ Understanding Thinking/Inquiry Communication Application	Stylistic analysis, translation, test
4 "Metre Made"	3 hours	REV.01, WRV.02, RE1.01, WR1.05	Knowledge/ Understanding Thinking/Inquiry Communication Application	Scansion, translation, test
5 "Amici, Romani, Cives! Date mihi aures!" Reading Aloud Poetry and Prose in the Classical Language	3 hours	SPV.02, WRV.02, LIV.01, REV.01, SP1.01, WR1.05, LI1.02, RE1.01	Knowledge/ Understanding Thinking/Inquiry Communication Application	Scansion, stylistic analysis, translation, oral reading, test
6 Mount Vesuvius Greeting Cards	3 hours	REV.01, WRV.01, RE1.03, WR1.01, WR1.02	Knowledge/ Understanding Thinking/Inquiry Communication Application	Translation, comprehension test
7 What's History Got To Do With It	5 hours	LIV.02, SPV.02, SPV.03, REV.01, REV.02, WRV.03, OCV.02, LI1.01, SP1.05, SP1.06, RE1.04, OC1.04, WR1.06, OC1.05	Knowledge/ Understanding Thinking/Inquiry Communication Application	Seminar, presentations, written descriptions, tests
8 Comparing Translations and Passages	6 hours	LIV.01, SPV.02, REV.01, WRV.02, LI1.01, SP1.03, SP1.04, SP1.05, RE1.01, RE1.02, RE1.03, WR1.04, OC1.02	Knowledge/ Understanding Thinking/Inquiry Communication Application	Translation, discussion, test paraphrase, summary, stylistic analysis, comparison chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
9 Just Translating	10 hours	LIV.01, REV.01, LI1.01, LI1.02, SP1.03, RE1.01, RE1.02, RE1.03, WR1.02, WR1.04, OC1.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	Translation (oral and written), test
10 Independent Research Project	10 hours	SPV.02, REV.02, WRV.03, SP1.04, SP1.06, RE1.01, RE1.02, RE1.03, RE1.04, WR1.03, WR1.04, WR1.05, WR1.06, OC1.05	Knowledge/ Understanding Thinking/Inquiry Communication Application	Translation, stylistic analysis, research, written paper, oral presentation, test

Prior Knowledge & Skills

Students have acquired language skills, including a broad range of vocabulary, grammatical concepts, and the ability to translate, as well as knowledge of the cultural material from Levels 1 and 2. In addition, students are able to work independently, to carry out research, to write papers, and to make oral presentations. Other required knowledge is indicated at the beginning of each activity.

Planning Notes

Teachers may need additional sources to supplement their text. They compile vocabulary lists and critical notes, and may need to enhance or modify the critical notes for their students. Teachers choose passages appropriate to their students' abilities and interests; in some cases, teachers may choose to use more complex and challenging passages. To avoid subsequent student frustration, teachers must supplement and adapt the material. Teachers may also need to partially translate material.

Accommodations

See the comprehensive list of accommodations in the Course Overview.

Resources

An extensive list of resources, listed by topic, is provided in the Course Overview.

Activity 1: Parse for the Course

Time: 5 hours

Description

As in Levels 1 and 2, students must focus their attention on the grammatical structure of sentences. It is particularly important in Level 3 because students are required to read and translate more complex adapted prose and original prose and poetry. By requiring students to focus on grammar, teachers are assisting students to refine their ability to translate. Frequently, as the passages become more difficult because of length, subordinate clauses, etc., students look up the meanings of the words and attempt to force a translation out of the words' definitions. This procedure requires inordinate amounts of time and provides incorrect translations. Students must focus on the grammar of the sentence as a road map to understanding its meaning. In this way, students can translate more accurately and autonomously. The value of a parsing activity is that students must pay attention to the structure of a sentence, noting the choice of words and their clustering into phrases "like pearls on a necklace."

Strand(s) & Learning Expectations

Strand(s): Oral Communication: Listening, Oral Communication: Speaking, Writing, Application of Knowledge to Other Contexts

Specific Expectations

LI1.02 - show an understanding of sophisticated vocabulary and grammatical forms in Latin or ancient Greek presented orally in a variety of contexts;
SP1.03 - convey the meaning of a variety of passages in the Classical language by translating, paraphrasing, and summarizing the passages both with and without preparation (sight passages);
WR1.02 - apply grammatical forms in the Classical language correctly in response activities (e.g., sentence composition, multiple choice, and matching exercises);
OC1.03 - use correctly sophisticated grammatical forms that are common to the Classical language, English, and other languages in speaking and writing activities;
OC1.04 - speak and write in English with increased clarity and precision, and improved diction.

Planning Notes

Teachers decide on the way to best carry out this activity. They may need to gather coloured chalk, markers, transparencies, etc. They may create handouts of complex sentences from both seen and unseen passages (from the text or from outside sources). Teachers begin with prose selections and then move on to poetry when student ability is stronger; the translation of poetry requires more complex parsing ability.

Teaching/Learning Strategies

1. Teachers select complex Latin or ancient Greek sentences (perhaps from passages students have recently translated) which include as many examples of specific grammatical concepts as possible.
2. Teachers then print each word of these sentences on a separate piece of paper and post them in the order of the Latin or ancient Greek sentence on the board. The Latin or ancient Greek sentence is posted on the upper part of the board, and the English translation is written on the lower part.
3. Working with one sentence at a time, students identify specific parts of speech (e.g., beginning with the subject, then moving on to the verb and object); then they remove the word from the Latin or ancient Greek sentence and place it in the blank area below in the order of the English translation. Students should work with the principal clause first. Subordinate clauses and phrases should be kept together as units and dealt with after the principal clause has been identified. Then, students engage in the same procedure for each of the subordinate clauses and phrases.
4. When the Latin or ancient Greek words of the principal clause have been located, teachers review the Latin-to-English word order as students translate the principal clause. Then, students carry out the same procedure for the phrases and subordinate clauses. Once students have reorganized the phrases and subordinate clauses, they translate them. Finally, students insert the phrases and clauses into the sentence and translate the sentence as a whole.
5. Alternately, teachers use coloured chalk to colour code the different parts of speech, or they use coloured overhead markers and a transparency or a smart board. Transparent language programs also allow students to exercise their parsing skills by identifying words by their case/tense.
6. In addition, teachers can prepare sentences, placing numbers over each word so that all #1s are Nominatives, all #2s are Verbs, all #3s are Accusatives, etc., so that students translate the words by following the sequence of the numbers.
7. Depending on the ability level of the class, teachers may ask students to identify (using coloured chalk, coloured markers, numbers, shapes, etc.) more complex combinations of words (e.g., subordinate clauses, ablatives absolute, genitives absolute, genitives of description, widely-separated noun-adjective pairs, datives of possession, etc.).

8. Teachers then provide students with a handout of sentences from the text, as well as sight sentences, appropriate to students' ability levels. Students then analyse the sentences by colour coding (e.g., red for Nominative, blue for Accusative, etc.) or assigning numbers. As a homework assignment, students translate the sentences to show their understanding of the ways the grammatical structures interact in the translation process.

Assessment & Evaluation of Student Achievement

Diagnostic: Students are given a handout of a Latin or ancient Greek sentence to analyse for homework. The handout lists parts of speech to identify and the colour or number code to use. Teachers collect the handouts to mark or correct as a larger group. Teachers diagnose students' ability levels and focus on individual and class difficulties, providing remediation where necessary.

Formative: To monitor improvement, teachers provide a series of homework assignments in which students practise their parsing skills.

Summative: Students analyse the grammatical structure of previously unseen sentences in the Classical language and translate them.

Activity 2: In Other Words: Paraphrase, Summarize, and Comprehend

Time: 5 hours

Description

While translation is an extremely important skill for students to master, the ability to read, paraphrase, summarize, and comprehend is also essential. Teachers provide a change of pace from a strict translation approach, which can be daunting for the best translators. Teachers can use this activity as an introduction to new topics, authors, or genres as a pre-translation activity.

Strand(s) & Learning Expectations

Strand(s): Oral Communication: Listening, Oral Communication: Speaking, Reading, Writing

Specific Expectations

LI1.01 - demonstrate an understanding of spoken prose and poetry in the Classical language by accurately translating and paraphrasing passages and answering questions correctly;
SP1.03 - convey the meaning of a variety of passages in the Classical language by translating, paraphrasing, and summarizing the passages both with and without preparation (sight passages);
RE1.01 - read adapted and original prose and poetry in the Classical language (e.g., letters, epigrams, speeches, lyric poems) and demonstrate understanding of content and style in a variety of activities;
RE1.02 - apply knowledge of complex grammatical constructions in the Classical language (e.g., conditional clauses, ablative absolute, gerunds and gerundives) to increase reading comprehension;
RE1.03 - use dictionaries and commentaries to determine the meaning of Classical words and passages;
WR1.04 - convey the meaning of prose and poetry passages in the Classical language by writing translations, paraphrases, and summaries of the passages as well as answers to questions with and without preparation (sight passages).

Planning Notes

Teachers select passages from the text or other sources for students to paraphrase or summarize. Teachers prepare a list of comprehension questions for each passage.

Teaching/Learning Strategies

1. Teachers select English translations of works written by the authors whom students are about to encounter. Teachers type the passages on pieces of paper and randomly distribute them to students. Alternatively, students could draw one passage each out of a hat.
2. Students paraphrase or summarize the passage they have selected, being sure to include the most essential information contained therein.
3. Once students demonstrate their proficiency at this task in English, teachers provide short passages in Latin or ancient Greek. Students draw one passage each out of a hat and repeat the process by paraphrasing or summarizing the most essential information. (Students are not expected to translate the passage; they peruse the Latin or ancient Greek words to recognize the general meaning.) Students note the positions of the words in the sentences and the diction of the author (particularly powerful words).
4. Teachers provide the class with a longer passage in Latin or ancient Greek, accompanied by a series of comprehension questions which require short, explanatory answers. Students work independently during class time to answer the questions. If students encounter difficulties, they note the reason. (Can they find the Nominative or the Verb? Are they unclear about cases and their uses? Can they recognize subordinate clauses, etc.?) Teachers intervene and remediate any difficulties.
5. Alternatively, teachers provide different passages to members of the class. Students translate their passages (which the teacher then checks) and create 10 comprehension questions. Each student then exchanges the work with another student who must then answer the questions. The answers are checked by the student who originally translated the passage.

Assessment & Evaluation of Student Achievement

Formative: Teachers observe students as they work and address any difficulties that arise.

Summative: Students are provided with a longer passage of Latin or ancient Greek. They summarize it and/or respond to comprehension questions. This is to be done independently during class. On a test/exam, students write a summary or paraphrase a passage.

Activity 3: Up to Your Own Devices, Eh? – Analysing Literary/Stylistic Devices

Time: 5 hours

Description

In order to appreciate passages fully in the Classical language, students must recognize that Classical authors were influenced by the times in which they lived and by significant people, political events, and historical occurrences. Frequently, Classical authors made reference to these things in their writing. The authors also used various stylistic devices to enhance their writing. Students are introduced to the process of locating literary devices and analysing their importance.

Strand(s) & Learning Expectations

Strand(s): Oral Communication: Listening, Oral Communication: Speaking, Reading, Writing, Application of Knowledge to Other Contexts

Specific Expectations

LI1.02 - show an understanding of sophisticated vocabulary and grammatical forms in Latin or ancient Greek presented orally in a variety of contexts;

SP1.02 - use extensive knowledge of Latin or ancient Greek words and correct grammar in English in oral language activities (e.g., in doing a critical analysis of a passage orally);

SP1.04 - evaluate the style of passages in the Classical language orally;

SP1.05 - show an understanding of Classical prose and poetry studied by expressing personal reactions in a variety of group activities (e.g., literary debates, panel discussions);
RE1.01 - read adapted and original prose and poetry in the Classical language (e.g., letters, epigrams, speeches, lyric poems) and demonstrate understanding of content and style in a variety of activities;
RE1.03 - use dictionaries and commentaries to determine meaning of Classical words and passages;
WR1.04 - convey the meaning of prose and poetry passages in the Classical language by writing translations, paraphrases, and summaries of the passages as well as answers to questions with and without preparation (sight passages);
OC1.02 - demonstrate an understanding of terms derived from the Classical language that are used today in fields such as literary analysis and philosophy;
OC1.06 - show the influence of Classical culture on later societies in areas such as literature, law, and theology (e.g., compare aspects of modern law with the law practice of ancient societies).

Planning Notes

Teachers prepare a worksheet of common literary devices. Teachers also select a variety of suitable Classical poems to illustrate these devices. Teachers should begin with poetic devices students are familiar with in English.

Prior Knowledge & Skills

Students have knowledge of poetic devices from past English courses.

Teaching/Learning Strategies

1. Teachers elicit from their students a series of literary devices that students have learned in English class. These devices are applied to examples of poetry or prose from previously encountered works in the Classical language. Working carefully through the selections, teachers assist students as they locate and explain devices, providing notes to students in a handout or on the board.
2. Teachers lead the class in a discussion of such questions as: What do these devices add to our appreciation and understanding of Classical poems? How do these devices lend interest to the passage? How do the devices indicate the author's meaning? Through this discussion, teachers lead students to understand the high degree of craftsmanship evident in Classical works and their influence on Western poets and authors.
3. On a worksheet or in a chart, students write the words or lines that exemplify the literary devices.
4. Alternatively, students find influences of Classical poems in the works of later English or French writers.

Assessment & Evaluation of Student Achievement

Diagnostic: Teachers provide students with a selection of Classical passages to analyse. Are students able to identify and explain the effectiveness of the devices employed in the assigned passage? The teacher provides remediation to the class or individual students as necessary.

Formative: Working individually or in groups, at home or in class, students identify and analyse poetic devices in a variety of passages.

Summative: In a test or quiz, students demonstrate their ability to identify a variety of literary devices in the Classical language and explain the devices' effectiveness.

Activity 4: "Metre Made"

Time: 3 hours

Description

Students are introduced to the concept of metrics and the rules of scansion in poetry in the Classical language.

Strand(s) & Learning Expectations

Strand(s): Reading, Writing

Specific Expectations

RE1.01 - read adapted and original prose and poetry in the Classical language (e.g., letters, epigrams, speeches, lyric poems) and demonstrate understanding of content and style in a variety of activities;
WR1.05 - scan major poetic metres (e.g., dactylic hexameter and elegiac couplet).

Planning Notes

Teachers organize translated or otherwise familiar poem(s) into groups sharing like metres. Teachers may also gather a selection of modern poetry, lyrics, nursery rhymes, etc., which demonstrate poetic types. Teachers may arrange for the use of a cassette player, CD player, or the computer lab (to make use of oral readings on the Internet). Teachers should introduce one metre at a time. If starting with epic poetry, teachers introduce the dactylic hexameter first. If starting with Catullus, they begin with the elegiac couplet. Teachers prepare handouts of the rules of scansion. They ensure that students understand the rules for one metre before they teach another. It is better for students to know one or two metres well than to have been exposed to several metres they do not understand.

Teaching/Learning Strategies

1. Students read aloud from (or recite from memory) a selection of nursery rhymes. They generally do this with a rhythm learned in early childhood; they are reminded of the different rhythms they already know. Just as English speakers adapt to different rhythms when speaking, speakers of Latin or ancient Greek adapted to the various rhythms now being introduced in class. Teachers emphasize the difference between modern and ancient poetry.
2. Teachers can introduce students to ancient poems read aloud, available on the Internet (see Resources) or on commercially-produced tapes. (Teachers may also read the poetry aloud.) CD-ROMs are also available with sound clips of readings (see Resources).
3. Next, teachers present students with a visual representation of the Classical metre being studied (using the board, an overhead, or a Smart Board).
4. Teachers then provide the rules of metre, and the reasons Classical poets used various metres, on handouts or board notes.
5. Teachers and students work together to apply the rules of scansion to a previously studied piece of Classical poetry.
6. Students apply the rules of metre and scan a Classical poem independently. Students should repeat this activity as frequently as required for them to learn the process of scansion.

Assessment & Evaluation of Student Achievement

Diagnostic: Teachers observe students to determine if they understand the basic rules of scansion.

Formative: Teachers provide homework or in-class assignments in which students practise scanning Classical poetry and applying the rules of scansion.

Summative: Students demonstrate their ability to scan poetry on quizzes, tests, or an exam.

Activity 5: "Amici, Romani, Cives! Date mihi aures!"
Reading Aloud Poetry and Prose in the Classical Language

Time: 3 hours

Description

Students practise reading aloud in the Classical language. Ancient authors intended their works to be read aloud and heard by an audience; it is important that students have the chance to understand ancient works as the authors meant them to be experienced. This activity should directly follow Activity 4.

Strand(s) & Learning Expectations

Strand(s): Oral Communication: Listening, Oral Communication: Speaking, Reading, Writing

Specific Expectations

SP1.01 - recite Classical poetry with appropriate expression, correct pronunciation, and accurate understanding of metre;
WR1.05 - scan major poetic metres (e.g., dactylic hexameter, elegiac couplet);
LI1.02 - show an understanding of sophisticated vocabulary and grammatical forms in Latin or ancient Greek presented orally in a variety of contexts;
RE1.01 - read adapted and original prose and poetry in the Classical language (e.g., letters, epigrams, speeches, lyric poems) and demonstrate understanding of content and style in a variety of activities.

Planning Notes

Teachers may gather recordings of poems in Classical languages or simply gather a series of poems. To enhance students' enjoyment, teachers may organize a banquet setting in which students perform a *recitatio* of prepared Classical speeches (see Level 1 Course Profile). Teachers may need to arrange for a tape cassette player or computer with speakers. Teachers provide students with the marking rubric in advance so that they are aware of the achievement criteria (e.g., accuracy of scansion; competence in pronunciation, intonation, and expression).

Prior Knowledge & Skills

Students have learned basic pronunciation (e.g., diphthongs, elision) and the skills of scansion.

Teaching/Learning Strategies

1. Teachers model oral reading to the class by performing a reading or using an audiocassette or audio clips from Internet (see Resources).
2. To build confidence and practise their oral reading skills, students read as whole class first, then individually.
3. As students' ability is strengthened, they focus on conveying the mood of the passage as well as its rhythm.
4. When students have sufficiently practised reading the passage, teachers invite them to locate poems in Latin or ancient Greek or choose one from provided selections (passages should be 4-10 lines long). Students check the selections with their teacher in advance of performing; teachers ensure that students are aware they must memorize the passage. Teachers also ensure that students are aware of the requirements of the assignment from the rubric provided.
5. Teachers arrange a *recitatio* to be held during class; students deliver their oral readings at this time. The *recitatio* can be either a class presentation or arranged in the form of a mock banquet.

Assessment & Evaluation of Student Achievement

Diagnostic: Teachers observe students as they read passages aloud in class, as part of a larger group and individually, to determine their skill levels in oral reading.

Summative: Students declaim a memorized passage, using expression and rhythm.

Activity 6: Mount Vesuvius Greeting Cards

Time: 3 hours

Description

This activity offers many possibilities for composition in the Classical language. Teachers are reminded to use the word order found in their text. This activity can be used for major holidays, birthdays, and important events. Teachers may introduce this activity after the study of poetry and literary devices so that students become familiar with the impact of diction and word choice. The purpose is not to write in metre, but to compose short prose sentences.

Strand(s) & Learning Expectations

Strand(s): Reading, Writing

Specific Expectations

RE1.03 - use dictionaries and commentaries to determine the meaning of Classical words and passages;
WR1.01 - use Latin or ancient Greek vocabulary including synonyms and idiomatic expressions correctly and appropriately in a variety of writing activities (e.g., computer drills, exercises involving sentence completion);
WR1.02 - apply grammatical forms in the Classical language correctly in response activities (e.g., sentence composition, multiple choice, and matching exercises).

Planning Notes

Teachers gather a variety of greeting cards, which students use as templates or exemplars, as well as Latin-English or Greek-English dictionaries and grammars (or websites). Teachers may also provide a selection of poems appropriate to greeting cards (by such authors as Ovid, Homer, Sappho, Virgil, and Martial). Teachers arrange for cardstock papers, scissors, glue, and other items for decorating the cards.

Teaching/Learning Strategies

1. Teachers provide a written outline of the assignment to students, including the marking rubric. The outline includes a list of possible cards and themes; students choose three different types (e.g., birthday, sympathy, congratulations, marriage, Valentine's Day, thank you, get well soon, bon voyage, etc.). Alternately, teachers and students can generate a list of types of cards. Teachers and students then create a vocabulary list of words and phrases appropriate to the various types of cards.
2. Teachers offer students a selection of poems by Classical authors (Greek or Latin). Students translate the poems to appreciate their style and tone. (Students have read a series of poems in class already and have studied poetic structure and figurative language.)
3. Teachers review elements of composition, word order, etc. Student compositions reflect the style and structure of the passages found in texts studied in Levels 1 and 2. Students practise writing simple and compound sentences containing subordinate clauses.
4. Students write five prose sentences (of six or more words) for each of their three cards. These sentences should include more complex elements of grammar and more sophisticated vocabulary. Class time is used for this activity; teachers intervene and remediate any difficulties.

5. Students create their three cards out of the assembled materials. They ensure their cards are visually appealing and are decorated with motifs appropriate to the ancient Greek and Roman world and to the theme of the cards.
6. Students present their cards to the class in an informal presentation.

Assessment & Evaluation of Student Achievement

Formative: Students work closely with the teacher during this process, checking their translations with the teacher as they progress and discussing any problems before submitting the final product.

Summative: Students create a collection of at least three greeting cards for which they have composed a total of fifteen sentences (at least ninety words), demonstrating composition skills and grammatical understanding.

Activity 7: What's History Got To Do With It?

Time: 5 hours

Description

Students explore the historical background of the author whose works are being translated so that they gain an understanding of the historical period in which the author wrote and the cultural influences on his work. Authors' experiences and personal histories influence their writings in significant ways; to appreciate the passages they read, students must know information about the author's lifetime. This activity is designed as a seminar assignment. Teachers may decide to assign this activity at any point during the course and particularly before the study of the works of a given author. Students create a presentation of their findings for their peers.

Strand(s) & Learning Expectations

Strand(s): Oral Communication: Listening, Oral Communication: Speaking, Reading, Writing, Application of Knowledge to Other Contexts

Specific Expectations

LI1.01 - show extensive knowledge of ancient societies and of the culture of the Classical world by responding appropriately to presentations (e.g., discuss information presented by guest lecturers or peers);
SP1.05 - show an understanding of Classical prose and poetry studied by expressing personal reactions in a variety of group activities (e.g., literary debates, panel discussions);
SP1.06 - demonstrate extensive knowledge of aspects of ancient culture in oral presentations (e.g., research report, seminar);
RE1.04 - demonstrate extensive knowledge of Classical culture gained through reading (e.g., reference books, ancient texts in a Classical language or an English translation) in independent study projects, seminars, and debates;
WR1.06 - demonstrate extensive knowledge of Classical culture in major writing projects (e.g., an essay comparing several Classical literary works, a presentation focussing on a comprehensive analysis of a Classical text);
OC1.04 - speak and write in English with increased clarity and precision, and improved diction;
OC1.05 - gather and analyse information about the ancient world using a variety of electronic and print sources (e.g., the Internet, software packages, and books).

Planning Notes
Teachers review proper seminar techniques and provide a marking rubric to students to guide their preparation. For the actual presentations, teachers may need to arrange access to video equipment (TV, VCR, etc.) or computer equipment for presentations (e.g., *PowerPoint*).

Prior Knowledge & Skills
Students know the fundamentals of a seminar presentation and have acquired research skills.

Teaching/Learning Strategies
1. Teachers review the requirements of a seminar presentation and provide students with the marking rubric.
2. Teachers divide students into small groups (the same number of groups as the number of authors being studied). Teachers may allow class time for group work.
3. Students prepare a brief presentation (approximately 30 minutes) on the historical background of the author.
4. Students also prepare a handout for the class (a one-page summary) and a visual component (e.g., bristol-board display, *PowerPoint* presentation).
5. Students may present their findings one after another or teachers may disperse the presentations to introduce new authors throughout the course.

Assessment & Evaluation of Student Achievement
Summative: Students deliver seminar presentations. Student understanding of the seminar material can be evaluated on unit tests and in the final assessment.

Activity 8: Comparing Translations and Passages
Time: 6 hours

Description
In this activity, students create a translation of a Classical passage and then compare it to at least two other translations of the same passage. Students consider the various subtleties involved in the process of translation and begin to understand the flexibility within the translation process, even given the rules of grammar. The role of a translator is to seek the subtleties of meaning being conveyed by an author. It is important to look at different passages by the same author and to consider the ways in which an author can change tone and use different devices to communicate different meanings. For example, in comparing two different epigrams by Martial, students understand how his mordent sarcasm can eviscerate an enemy, but his witty sense of humour can poke fun at someone he sees as less socially unacceptable. In addition, Homer's tone and style in describing a war scene would differ greatly from those used in depicting Hector's last moments with Andromache.

Strand(s) & Learning Expectations
Strand(s): Oral Communication: Listening, Oral Communication: Speaking, Reading, Writing, Application of Knowledge to Other Contexts

Specific Expectations
LI1.01 - demonstrate an understanding of spoken prose and poetry in the Classical language by accurately translating and paraphrasing passages and answering questions correctly;
SP1.03 - convey the meaning of a variety of passages in the Classical language by translating, paraphrasing, and summarizing the passages both with and without preparation (sight passage);
SP1.04 - evaluate the style of passages in the Classical language orally;

SP1.05 - show an understanding of Classical prose and poetry studied by expressing personal reactions in a variety of group activities (e.g., literary debates and panel discussions);
RE1.01 - read adapted and original prose and poetry in the Classical language and demonstrate understanding of content and style in a variety of activities;
RE1.02 - apply knowledge of complex grammatical constructions in the Classical language (e.g., conditional clauses, ablative absolute, gerunds and gerundives) to increase reading comprehension;
RE1.03 - use dictionaries and commentaries to determine the meaning of Classical words and passages;
WR1.04 - convey the meaning of prose and poetry passages in the Classical language by writing translations, paraphrases, and summaries of the passages as well as answers to questions with and without preparation (sight passages);
OC1.02 - demonstrate an understanding of terms derived from the Classical language that are used today in fields such as literary analysis and philosophy.

Planning Notes

Teachers select a passage in the Classical language, as well as at least two different English translations of this passage. Teachers may find it easier to locate translations of poetry rather than prose. Teachers provide the original passage to students first; students create their own translations prior to comparing their translations to the published English. For the second part of the activity, teachers provide a selection of passages by the same author or passages by different authors on the same themes or topics.

Teaching/Learning Strategies

1. Teachers or students read aloud the passage.
2. Students translate the passage; they then compare their translation to the translations of others in the class through group discussion.
3. Teachers lead a discussion of the Classical passage, including such questions as: What is the tone of the passage? How is this tone created (e.g., diction, poetic devices, imagery, metre)? What is the effect created by orally reading the work as compared to silent reading?
4. Students read and consider, either individually or in small groups, at least two different English translations of the same passage. Teachers lead a discussion of the translations.
    a. Has the tone of the passage been captured? How did the translator create this tone?
    b. What words in the original passage convey the meaning and emotion? What is the original passage trying to achieve or produce? How does the passage achieve it? Do the translations capture this?
    c. Was the original form of the passage maintained (e.g., is a poem translated as a poem or as a prose passage)? Were any of the same images maintained? Was rhyme used in English? What effect did this choice have?
    d. How do these translations differ from the ones students made? What historical allusion(s) are found here? How do they enhance the meaning of the poem?
    e. What is lost in translating the Classical passage? Is anything gained? Can a translation capture all the meaning and emotion of the original? Why or why not?
5. Teachers provide students with another passage from the same author. Students translate the passage and, through group discussion, compare their translations to those of their peers. With teachers' guidance, students arrive at an accurate reflection of the original.
6. Students independently consider their translations, dealing with such questions as: What was the purpose of this passage and how does it differ from the purpose of the first? How does the author's tone differ between the passages? What words or phrases are clues to the tone? Has the author's style changed to reflect a different purpose in writing or a different audience? These questions and observations are then discussed as a class.

7. Alternatively, teachers could provide students with at least two passages (each from a different author) on a specific theme (e.g., Ovid's two accounts of Daedalus and Icarus; Virgil's, Ovid's, and Lucretius' writing on the Golden Age; Virgil and Ovid on Orpheus; Catullus and Horace on love lost; Thucydides' and Pizarro's account of panic in the streets, etc.).
8. Students translate the passages and complete a chart, comparing tone, style, figurative language, historical or mythological allusion, the use of propaganda, etc. Then, students write a report or prepare a presentation on their findings. This activity can be done individually, in pairs, or in small groups.

Assessment & Evaluation of Student Achievement

Diagnostic: Teachers observe student contributions to the in-class assignments, looking for difficulties which must be remediated before continuing.

Formative: Students complete a homework assignment in which they translate the passage and prepare an analysis of the literary devices used. Students also complete a comparison chart of two passages by the same author.

Summative

- Students answer test or exam questions in which they compare at least two translations of one Latin or ancient Greek passage.
- Students write a report/make a presentation comparing passages by two different authors.
- Students may also translate a sight passage and then write a report comparing at least two other translations (student-created or published) to their own.

Activity 9: Just Translating

Time: 10 hours

Description

Students translate from Latin or ancient Greek into English. Teachers may wish to complete the text by dispersing translation assignments throughout the course. Teachers may approach translation orally as well as in writing.

Strand(s) & Learning Expectations

Strand(s): Oral Communication: Listening, Oral Communication: Speaking, Reading, Writing, Application of Knowledge to Other Contexts

Specific Expectations

LI1.01 - demonstrate an understanding of spoken prose and poetry in the Classical language by accurately translating and paraphrasing passages and answering questions correctly;
LI1.02 - show an understanding of sophisticated vocabulary and grammatical forms in Latin or ancient Greek presented orally in a variety of contexts;
SP1.03 - convey the meaning of a variety of passages in the Classical language by translating, paraphrasing, and summarizing the passages both with and without preparation (sight passage);
RE1.01 - read adapted and original prose and poetry in the Classical language and demonstrate understanding of content and style in a variety of activities;
RE1.02 - apply knowledge of complex grammatical constructions in the Classical language (e.g., conditional clauses, ablative absolute, gerunds and gerundives) to increase reading comprehension;
RE1.03 - use dictionaries and commentaries to determine the meaning of Classical words and passages;
WR1.02 - apply grammatical forms in the Classical language correctly in response activities (e.g., sentence composition, multiple choice, and matching exercises);

WR1.04 - convey the meaning of prose and poetry passages in the Classical language by writing translations, paraphrases, and summaries of the passages as well as answers to questions with and without preparation (sight passages);
OC1.04 - speak and write in English with increased clarity and precision, and improved diction.

Planning Notes

Teachers may use translation selections from the text or they may gather passages from various authors appropriate to the level of Latin or ancient Greek being studied. These passages could include prose and poetry. Teachers may also use this activity to assist in preparation for the final summative activity (see Activity 10). Teachers can consult the translation activities in the Level 1 Course Profile for suggestions.

Teaching/Learning Strategies

1. Teachers provide students with a selection of passages for translation (either from the text or from another source).
2. Students work independently to create translations, practising skills learned throughout the course.

Assessment & Evaluation of Student Achievement

Formative: Teachers observe student work during class in order to remediate difficulties.

Summative

- Teachers collect assigned passages for marking.
- Teachers assign brief sight passages, similar in style and difficulty to those given in class.
- Tests and exams may include sight passages for translation.

Activity 10: Culminating Activity - Independent Project

Time: 10 hours

Description

Students increase their knowledge of an ancient author or theme of interest to them. Students research the author or theme, perform an analysis of the work, write a formal research paper, and prepare a presentation. This project permits students the opportunity to develop and demonstrate their critical-thinking skills, their writing skills, and their presentation skills. Because of the scope of this activity, teachers may use it as part of the final summative evaluation for the course.

Strand(s) & Learning Expectations

Strand(s): Oral Communication: Speaking, Reading, Writing,
Application of Knowledge to Other Contexts

Specific Expectations

SP1.04 - evaluate the style of passages in the Classical language orally;
SP1.06 - demonstrate extensive knowledge of aspects of ancient culture in oral presentations (e.g., research report, seminar paper);
RE1.01 - read adapted and original prose and poetry in the Classical language (e.g., letters, epigrams, speeches, lyric poems) and demonstrate understanding of content and style in a variety of activities;
RE1.02 - apply knowledge of complex grammatical constructions in the Classical language (e.g., conditional clauses, ablative absolute, gerunds, and gerundives) to increase reading comprehension;
RE1.03 - use dictionaries and commentaries to determine the meaning of Classical words and passages;
RE1.04 - demonstrate extensive knowledge of Classical culture gained through reading (e.g., reference books, ancient texts in the Classical language or in English translation) in independent study projects, seminars, and debates;

WR1.03 - demonstrate extensive knowledge of vocabulary and relevant grammar, as well as precision in the use of language, when writing in English;
WR1.04 - convey the meaning of prose and poetry passages in the Classical language by writing translations, paraphrases, and summaries of the passages, as well as answers to questions, with and without preparation (sight passages);
WR1.05 - scan major poetic metres (e.g., dactylic hexameter, elegiac couplet);
WR1.06 - demonstrate extensive knowledge of Classical culture in major writing projects (e.g., an essay comparing several Classical literary works, a presentation focusing on a comprehensive analysis of a Classical text);
OC1.05 - gather and analyse information about the ancient world, using a variety of electronic and print sources (e.g., the Internet, software packages, and books).

Planning Notes

This activity should be started early in the term so that students can plan their time to carry out the research and perform the required analyses. Teachers compile a series of passages, prose, and poetry of a variety of Classical authors suitable for Level 3. They also include vocabulary notes, textual notes, the marking rubric, and thorough instruction sheets. Teachers should consider setting aside time in class to assist students with the project. In addition, they may arrange for time in the library/resource centre. Class size could be a concern; teachers may assign this activity to pairs of students or choose not to assign the presentation portion of the activity. If using the presentation component, teachers set aside the final ten hours of the course prior to the final summative assessment.

Teaching/Learning Strategies

1. Teachers introduce the project, which consists of three parts: translation/stylistic analysis, biographical/historical background of the authors in a formal paper, and an oral presentation. They review the expectations of the project, establish an appropriate submission date, and answer questions students may have with regard to the scope of the activity.
2. Teachers provide students with a series of passages.
3. Students choose two different authors who have written on the same theme (or similar themes) and translate a total of at least 30 lines of prose or 20 lines of poetry, by both writers, which exemplify the theme. They carry out a stylistic analysis of the writing; for poetry, students also scan the metres.
4. Next, students research biographical information about the authors. They note aspects of the authors' personal lives which would have influenced their writing. Using this research, students explain the background and historical context of the authors. Teachers should review proper report writing techniques as well as appropriate presentation techniques.
5. Students prepare a 20-minute presentation based on their research. The presentation should include a capture technique, an overview of the background and historical influences of the authors, a visual component (e.g., poster, electronic presentation), and a reinforcement activity (e.g., game, quiz). Students also prepare a one-page handout for the class. Teachers assist students in developing an appropriate capture technique and review elements of a reinforcement activity. Teachers with very large classes may not wish to include the presentation component.

Assessment & Evaluation of Student Achievement

Formative: Teachers observe students' in-class work and remediate any difficulties they have in completing the translation, analysis, and research.

Summative: Students write translations and a formal paper; they give a 20-minute presentation.